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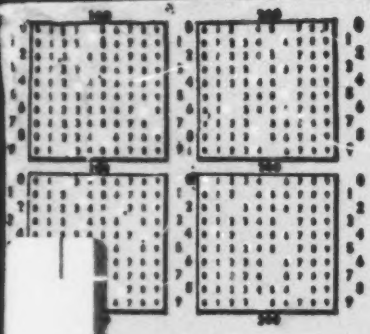
ABSTRACT

The document opens with a 13-page paper entitled "The Role of Libraries in Post-Literacy Adult Education," by E. E. Kaungamno, which discusses the goals, policies, and problems of providing library services for the new literates of mainland Tanzania. The role of libraries is to provide follow-up reading material so that neo-literates do not relapse into illiteracy. The provision of follow-up literature in sufficient numbers, and a nation-wide distribution of it, free of charge, cannot be possible unless there is a well-organized public library system. Also included in the document are: a list of periodicals currently received by the Documentation Centre of the International Institute for Adult Literacy Methods; recent acquisitions in the areas of adult education, documentation, education, educational technology, foreign workers, literacy, and rural development; and catalog card indexes by subject, author, title, meeting and corporate body. Abstracts of seven documents and catalog cards for documents pertaining to literacy and literacy programs make up more than one-half of the document. (NH)



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FOREWORD

Libraries are often mentioned concurrently with literacy programmes. In this issue of *Literacy Documentation*, Mr. E.E. Kaugamno, director of the Tanganika Library Service, discusses in his article "The Role of Libraries in Post-Literacy Adult Education" the goals, the policies and the problems of providing library services for the new literates of main land Tanzania. The concept of library services for the Third World is again reviewed in an abstract of an article entitled "Library Services - For Whom?". A pilot library project for rural Rhodesia is the subject of another document abstracted in this issue of *Literacy Documentation*. The editors hope that this will be the start of an open forum on what libraries can do to encourage and maintain literacy throughout the world. We welcome readers' comments, and will especially appreciate information on other library programmes connected with literacy activities.

Also included in this issue is a list of periodicals currently received by the Documentation Centre of the International Institute for Adult Literacy Methods. Indexes for the Catalogue Cards for Documents Pertaining to Literacy and Literacy Programmes are provided, and our regular feature, "Recent Acquisitions", is included.

We remind our readers that photocopies of documents cited in *Literacy Documentation* are available from the I.I.A.L.M. at cost, and subject bibliographies on a given aspect of literacy will be prepared upon request. As always, your comments, criticisms and suggestions are invited. The reactions of our readers are a valuable source of guidance in planning future issues of *Literacy Documentation*.

Mary B. Davies
Librarian

THE ROLE OF LIBRARIES IN POST-LITERACY ADULT EDUCATION

by Ezekiel E. Kaungamno
Director
Tanganyika Library Service

Nikhil Ranjan Roy has pointed out that "for the purpose of census enumeration in India, ability to write a simple letter or message and to read the same is considered to be a person's qualification for being counted as literate." However, he realizes that "the value of such nominal literacy is highly dubious for all practical purposes. The ability to just scribble one's name, and to stammer through a school primer does not take one far enough. The doubtful signature of a borderline literate is much less reliable than his thumb impression, which cannot be copied."[1]

This kind of neo-literate person is not very useful to society as he has only mastered the technique of reading and writing; but he has not attained a stage beyond possibilities of regression. Ora Grebelsky[2] points out that illiteracy and literacy are two ends of a continuum. The whole continuum consists of the following stages:

(a) *Complete illiteracy* - The person is unable to read at all.

(b) *Low-level literacy* - He is able to read at grade levels 1-4. He is barely able to contend with the adult reading material available. Often he disintegrates to complete illiteracy because of lack of use and practice.

(c) *Partial literacy* - He is able to read at grade levels 5-6. He is just able to read essential information for daily living. He acquires rapid progress but regression may take place when opportunities for extensive reading are not available.

(d) *Variable literacy* - He is able to read many kinds of materials at a variety of levels.

(e) *Complete literacy* - He comprehends at a high level including the ability to read critically.

According to Unesco, useful literacy should "help men and women to live fuller and richer lives in adjustment to the changing environment, to develop the best element in their culture, and to achieve social and economic progress which will enable them to take their place in the modern world."[3] In other words what is needed is functional literacy which relates literacy to solving work problems and the up-grading of the quality of manpower available for social and economic development.

Literacy is vital to any country's development. Thus as a result of the World Congress of Ministers of Education on the Eradication of Illiteracy held in Teheran in 1965, the concept of functional literacy was adopted and Unesco/UNDP supported functional literacy projects were later established in several countries, Tanzania being among them.

In 1968 a literacy project was started in four regions around the southern end of Lake Victoria (West Lake, Mwanza, Shinyanga and Mara), an economic zone which is important especially for the production of cotton, coffee, bananas and for a fishing industry. The objectives of this on-going project are:[4]

(a) "To teach the people to read, to write and to solve simple problems in arithmetic.

(b) To raise their level of instruction to the equivalent of full primary school.

(c) To help them apply the new knowledge and skills to solve their basic economic, social and cultural problems.

(d) To prepare them for a more efficient participation in the development of their country.

(e) To integrate the adult literacy and adult education programme with the general agricultural and industrial development of the country.

(f) To provide the necessary reading materials, to impart the knowledge of community and personal hygiene, nutrition, childcare, etc. which will help improve family and community life providing opportunity of continuing education and avoiding relapse into illiteracy."

Apart from the Mwanza based Unesco/UNDP Work Oriented Adult Literacy Pilot Project, the Government has, since 1970, put a special emphasis on adult education programmes for the whole country. The Government realizes the major role that education in general and adult education in particular must play in social and economic development of the country. The functions of adult education in Tanzania are:[5]

(a) to provide education and training for those adults who have never had a previous opportunity for schooling;

(b) to teach literacy;

(c) to provide political education for all citizens;

(d) to provide leadership training;

(e) to provide vocational education for primary school and secondary school leavers and adults;

(f) to provide supplementary formal education to adults; and

(g) to provide instruction for adults with special interests.

The Role of Libraries

What then is the role of libraries with regard to post-literacy adult education? The answer is straight-forward. Libraries are supposed to provide follow-up reading material so that neo-literates do not relapse into illiteracy. A public library service plays an indispensable part in any progressive educational system. It is particularly essential for the success of any literacy campaign and the adult education programme in general. Ideally before a literacy campaign is started, there must be a sufficient supply of suitable reading material. Starting a campaign without adequate and suitable follow-up material is in fact putting the cart before the horse. No wonder many literacy campaigns have failed for lack of suitable reading material for "low-level" and "partial" literates.

What role is the Tanganyika Library Service playing in post-literacy education? With the enaction of the Tanganyika Library Service Board Act of 1963, the Board has been given the responsibility of promoting, establishing, equipping, managing, maintaining and developing libraries in mainland Tanzania.

When President Julius K. Nyerere officially opened the Headquarters of the Tanganyika Library Service on 9th December 1967, he stressed that the real importance to our nation of the National Central Library derives from the fact that it is the hub of the wheel, from which spokes will reach out to towns and villages throughout mainland Tanzania. The Tanganyika Library Service, as a national library service for both rural and urban urban readers, is trying every possible way of meeting their needs. This is, of course, a Herculean job which cannot be achieved overnight.

The Board's Second Five Year Development Plan (1969-1974) lays an emphasis on the extension of services to rural areas where about 96% of the country's population lives. This is in line with the over-all governmental policy. Mobile libraries for rural people operate from a number of service points up-country. The mobile libraries, which operate on a two or three week cycle, allow readers to choose books they are interested in.

Tanganyika Library Service has built several branch libraries up-country which act as bases for a nation-wide library system. More projects are in the pipeline. Loan collections are provided to a wide variety of institutions and there is a nation-wide postal library service.

Several problems have been encountered in serving rural people with mobile libraries. Most of the readers are not time-conscious. Though bookmobiles try to visit the same places at the same time every two or three weeks not many people report to mobile stops punctually. Registration of readers is also a problem. Most of the readers cannot complete the registration forms properly. The mobile librarians have therefore to help them complete the forms to avoid spoiling and to save time. As rural people are mobile, it is sometimes difficult in some places to get the books returned on time especially during harvesting and fishing seasons. In the case of one rural area the mobile staff have been forced to learn a vernacular language in order to create good public relations and avoid misunderstandings. It is interesting to note that, though the rural people in this particular area understand Kiswahili, they do not want to speak it and would rather reply back, if asked, in a vernacular language rather than in Kiswahili.

Perhaps one of the biggest problems facing the rural library service and the adult education programme in general is lack of suitable reading material for new literates. There are only about 600 titles in Kiswahili, the lingua-franca. Most of the books are pamphlet-like, limited in their subject coverage and elementary in treatment. The mobile libraries have now been in operation for several years and as a result most of the books have been read. There is a great demand

for more books in Kiswahili and preferably more advanced ones.

Coupled with lack of suitable reading material is the apparent lack of motivation on the part of the readers. Many of them do not know why they should read books. "Are we going to get office jobs?" some of them ask. Thus one of the biggest challenges to mobile library staff is not only to provide readers with suitable and adequate books but also to convince readers why they must read.

A Course of Action

What is to be done? The publication of books and other reading material is not the responsibility of libraries alone. The work involves all those who are concerned with adult literacy,e.g. planners of literacy campaigns, literacy teachers, authors, printers, publishers etc.

The Tanganyika Library Service is promoting the publication of books by guaranteeing a market for new books. This is made possible through the purchase of multiple copies which are distributed to all service points in the country.

As an interim measure the Tanganyika Library Service and the Tanzania Publishing House are trying the launch a translation project. But the translation of English titles into Kiswahili has its problems. A lot of the books need extensive editing and re-writing in order to adapt them to the Tanzanian cultural environment. On trying to select titles for translation some of the following drawbacks have been encountered:

(a) Some of the books are a bit too out of date and colonial-minded to make them suitable for translation in present Tanzania.

(b) Many of them need to be edited and re-written extensively.

(c) A lot of them are too complicated in style and need simplification.

All this means that a lot of work has to be done before translation is done. It also means there must be qualified people to do the job.

Because of the great demand for books at present the translation projects must go hand in hand with the publication of new books. Here again there are problems.

Participants in the Unesco Regional Training Course on Publishing Management which took place in Nairobi from 14th August to 9th September, 1972, made the following observations regarding the problems confronting the book trade in Africa:[6]

1. There is an almost complete absence of suitable reading material for the new literates emerging from the accelerated educational programmes in all African countries. Where material is made available by foreign publishers, it is observed that these publishers are naturally interested in the commercial aspects of publishing rather than in contributing towards national development. The result is that new literates continue to be fed with material unsuited to present day African needs.

2. The need for organized distribution networks capable of absorbing the hoped-for supply of both educational and general books depends on the development of libraries... which are lacking in most African countries.

3. There is an absence of printing facilities for large scale book production in most African countries.

4. There is a lack of experienced educational writers and illustrators in Africa.

5. There is a crippling paucity of funds to finance the book industry.

6. Book production in Africa is minimal. According to Unesco statistics the level of book stocks presently available is 24 pages per person.

7. Governments in Africa should come to the aid of the book industry either to encourage the establishment of indigenous publishing houses wholly African owned with African expertise and management, or to establish publishing houses themselves when private capital is not available.

The observations which have been made highlight the problems facing the book trade in Africa in general. Tanzania is no exception. To ensure that there is an adequate supply of reading material for post-literates there is an urgent need for setting up a statutory National Book Development Council consisting of publishers, booksellers, librarians as well as representatives of government departments, and parastatal organizations. The objectives of the Council should be:

(a) to establish appropriate planning machineries for the adequate provision of books;

(b) to coordinate all efforts of the various book professions towards book production, distribution and promotion;

(c) to develop and strengthen the infrastructure of the book community;

(d) to conduct studies and research on problems relevant to book development; and

(e) to train skilled manpower needed for book development.

The fact that other countries such as India, Malaysia, Singapore and the Philippines have established Book Development Councils and that Ceylon, Pakistan, Ghana, Kenya and Nigeria, among others, intend to establish Book Development Councils reflects the priority to be given to book production.

The establishment of a body of this kind in Tanzania at

this time is of utmost importance as there are uncoordinated efforts in the production of books among ministries, parastatal organizations and other institutions which have resulted in inefficiency, waste of manpower and funds.

Now what type of books are needed for libraries and particularly for post-literacy education? Generally speaking, people read for pleasure, information, knowledge and entertainment. But what do new literates want to read? Adult neoliterates like anybody else usually are interested in matters directly concerning their daily life and occupations, e.g. agriculture, health, folklore etc. The books must sustain their interest and enthusiasm and they must be useful. It can be generally summarized that any books produced for post-literacy education must fulfill one or several of the following requirements:

(a) They must promote adult literacy.

(b) They must improve the economic condition of the people.

(c) They must improve health and sanitation of the literates.

(d) They must educate the people for democratic citizenship. Unless a person is adequately educated and enlightened, he remains suceptible to propaganda.

(e) Lastly the books must enhance cultural, recreational and aesthetic activities.

In short the books must induce especially the rural people to receive new ideas and techniques as well as promote better living and create the psychology for accepting social changes which would obliterate traditional social prejudices and inhibitions.

It is therefore essential that,before any books for new literates are written, research must be conducted to find out the readers' interests.

A trial - and error method cannot be adopted as it is costly. The Tanganyika Library Service conducts research from time to time to find out what books people read, and for what reasons. The findings form guidelines for the book selection policy.

Once the reading interests have been known, the manuscripts must be evaluated first by pre-testing and then by post-testing. The pre-testing stage is the time when the suitability of the manuscript in draft form is tried on a selected group of people and the necessary revision made accordingly as a result of feedback information.

The post-testing stage involves readership surveys of the number and type of books bought and read and if possible some research must be conducted on their effect upon social-economic development and so on. However it must be noted that it is difficult to measure the impact of reading materials, especially those distributed freely. Sales figures appear to be the only genuine method of evaluating the popularity and usefulness of books.

Hitherto I have dwelt at length on some of the problems facing the book trade, the publishing industry and writers in general. This may appear to be a digression. But it is not. I hope this background information will create an awareness of the problems which confront libraries. Libraries do not operate in a vacuum. The provision of suitable material for literates, or any other people for that matter, by libraries, is very much influenced by external factors normally beyond the control of librarians.

As C. Jeffries has summarized very well in his book entitled *Illiteracy: a world problem*, "the provision of reading material presents a problem in itself of such magnitude as almost to overshadow the problem of organizing teaching literacy. The publications have to be numerous and varied to sustain interest. They have to deal with matters which are relevant to the daily life of the people concerned. They have to be graded in vocabulary and syntax so readers may

progress from the simple to the more sophisticated as their reading ability develops. And at all levels they must be couched in adult, not childish terms.

"Nor is it of any use to produce follow-up literature," he continues, "unless it can be got into the readers hands. It must be provided in sufficient numbers. It has to be transported and distributed probably over a wide area of scattered villages and settlements linked by poor communications. It has to be made available free of charge, or at any rate at a nominal price which is unlikely to bear any relation to the cost of production and distribution."[7]

The provision of follow-up literature in sufficient numbers and a nation-wide distribution of it, free of charge, cannot be possible unless there is a well-organized public library system. With funds at its disposal the Tanganyika Library Service is trying to meet the library needs of the nation.

After all, where in a country with a small per capita income, are the new literates to get their reading material if not through a free public service?

NOTES

1. N.R. Roy, *Adult Education in India and Abroad*, (S. Chand, Delhi, 1967), p. 16.

2. O. Grebelsky, *From Illiteracy to Literacy*, (Keter Publishing House, Jerusalem, 1970), p. 11.

3. N.R. Roy, *op. cit.*, p. 27.

4. Ministry of Community Development and National Culture, Tanzania, *Tanzania Literacy and Adult Education Project*; an Application for Assistance from the U.N. Special Fund, (n.p., n.d.)

5. Institute of Adult Education, University of Dar-es-Salaam, *Adult Education Handbook*, (Tanzania Publishing House, Dar-es-Salaam, 1973), p. 6-12.

6. Unesco, *African Publishing Today and Tomorrow*, (Nairobi, 1972)

7. C. Jeffries, *Illiteracy: A World Problem*, (Pall Mall Press, London, 1967), p. 105-106.

RECOMMENDED READING

Coles, E.T. *Adult education in developing countries*. Oxford, Pergamon Press, 1969.

Prosser, R. *Adult education for developing countries*. Nairobi, East African Publishing House, 1967.

Unesco. *Literacy primers: construction, evaluation and use.* Paris, 1961.

Wallenius, A., ed. *Library work in Africa.* Uppsala, Scandinavian Institute of African Studies, 1966.

PERIODICALS CURRENTLY RECEIVED BY THE

I.I.A.L.M. DOCUMENTATION CENTRE

Activities. Paris. OCDE. monthly.

Adult education. London. National Institute of Adult Education. quarterly.

Adult education. Washington. Adult Education Association of the U.S.A. quarterly.

Adult Education Association of the U.S.A. newsletter. New York. 3 per year.

Adult education bulletin. Mysore. Adult Education Council. 1 per year.

Adult education clearing house. Upper Montclair, N.J. Adult Continuing Education Center. monthly.

Adult leadership. Washington. Adult Education Association of the U.S.A. monthly.

Agricultural Development Council newsletter. New York. irregular.

Alfalit boletin. Costa Rica. occasional.

Alphabétisation et promotion. Paris. Comité de Liaison pour l'Alphabétisation et la Promotion. bi-monthly.

Alphabétisation - informations. Paris. Association pour l'Alphabétisation et l'Enseignement du Français aux Travailleurs Immigrés. monthly.

Alphabétisation; notes et nouvelles. Paris. Unesco. irregular.

American education. Washington. Office of Education. monthly.

Asian Broadcasting newsletter. Sydney, Australia. monthly.

ASPBAE journal. New Delhi. Asian South Pacific Bureau of Adult Education. quarterly.

BAEA reports. Bikaner, India. Adult Education Association. quarterly.

Bibliographie, documentation, terminologie. Paris. Unesco. bi-monthly.

Bibliography, documentation, terminology. Paris. Unesco. bi-monthly.

Bibliography of education. Tehran, Iran. Iran Documentation Centre. monthly.

Boletin. Santiago de Chile. Unesco Regional Office for Education. monthly.

Boletin informativo. Santiago de Chile. Centro Latinoamericano de Adultos (CLEA). quarterly.

Brazil's tribes bulletin. Brasilia. Summer Institute of Linguistics. occasional.

British journal of sociology. London. quarterly.

B.T.S.D. review. Ottawa. Department of Manpower and Immigration. 3 per year.

Bulletin bibliographique du CREDIF. Saint-Cloud, France. bi-monthly.

Bulletin de l'ICEA. Montréal. Institut Canadien d'Education des Adultes. monthly.

Bulletin de liaison. Paris. OCDE. 2 per year.

Bulletin of the Unesco Regional Office for Education in Asia. Bangkok. 2 per year.

Cahiers de l'animation. Marly-le-Roi. I.N.E.P. semi-annual.

Cahiers pédagogiques. Cannes. C.E.L. monthly.

Carta informativa del CREFAL. Pátzcuaro, México. bi-monthly.

CEAS abstracts. Geneva. International Bureau of Education. irregular.

Centro de Investigación y Desarrollo de la Educación (CIDE abstracts). Santiago de Chile. 10 per year.

Ceres. Rome. FAO. bi-monthly.

Chronique de l'Unesco. Paris. monthly.

Commonwealth Broadcasting Conference. London. quarterly.

Communautés: archives internationales de sociologie de la coopération et du développement. Paris. Bureau d'Etude Coopératives et Communautaires. bi-monthly.

Comparative education review. Los Angeles. 3 per year.

Contemporary education. Terre Haute, Indiana. Indiana State University. monthly.

Continuing education for adults. Syracuse, N.Y. irregular.

Convergence. Ontario. International Council for Adult Education. quarterly.

Country profiles. New York. Population Council. occasional.

Courier. Paris. Unesco. monthly.

Le Courrier. Paris. Unesco. monthly.

Cultures et développement. Belgique. quarterly.

Current index to journals in education. New York. CCM Information Corp. monthly.

Current publications in population/family planning. New York. Population Council. bi-monthly.

Documentation et information pédagogiques. Genève. Bureau International d'Education. quarterly.

East-West Communication Institute newsletter. Honolulu. quarterly.

The Economist. London. weekly.

Educational broadcasting international. London. Centre for Educational Development Overseas. quarterly.

Educational development international. Herts, England. Peter Perregrinus.

Educational documentation and information. Geneva. International Bureau of Education. quarterly.

Educational technology. Englewood Cliffs, N.J. monthly.

Education and culture. Strasbourg. Council of Europe. 3 per year.

Education in Asia: reviews, reports and notes. Bangkok. Unesco Regional Office for Education in Asia. quarterly.

Education ouvrière. Genève. International Labor Organization. 3 per year.

Education permanente. Paris. quarterly.

Evaluation and measurement newsletter. Toronto. Ontario Institute for Studies in Education. occasional.

Focus. New York. American Geographical Society. monthly.

Focus technical cooperation. Washington. Society for International Development. quarterly.

Genève - Afrique. Carouge - Genève. Institut Africain de Genève. irregular.

Gleanings. Yellowknife, Northwest Territories, Canada. quarterly.

Harvard educational review. Cambridge, Mass. quarterly.

L'homme et la société. Paris. Editions anthropos. quarterly.

Hommes et migrations. Paris. bi-weekly.

IFM-SEI. Vienna. International Falcon Movement. monthly.

I.L.O. publications. Geneva. bi-monthly.

Information notes on adult education. Paris. Unesco. irregular.

Informations Unesco. Paris. bi-weekly.

Innovation in education. Paris. OECD, Centre for Educational Research and Innovation. 3 times per year.

Instructional technology report. Washington. Academy for Educational Development. bi-monthly.

Interchange. Toronto. Ontario Institute for Studies in Education. quarterly.

International Council for Adult Education newsletter. Toronto. irregular.

International development review. Washington. Society for International Development. quarterly.

International labor documentation. Geneva. I.L.O. bi-weekly.

International labor review. Geneva. I.L.O. monthly.

Journal of reading. Newark, Delaware. International Reading Association. monthly.

Kenya journal of adult education. Nairobi. Board of Adult Education. 1 per year.

Labor education. Geneva. I.L.O. 3 per year.

Laubach literacy news. Syracuse, N.Y. quarterly.

Library journal. New York. Bowker. bi-weekly.

Literacy: a newsletter. Paris. Unesco. irregular.

Literacy news. Calcutta. University of Calcutta. monthly.

Literacy today. Lucknow. Literacy house. bi-monthly.

Mass media, adult education. Athens, Ga. Georgia Center for Continuing Education. irregular.

Mbioni. Dar-es-Salaam. Kivukoni College. occasional.

Media, revue des techniques modernes d'éducation. Paris. OFRATEME. 10 per year.

Middle East journal. Washington. Middle East Institute. quarterly.

MOBRAL. Rio de Janeiro. Ministério de Educaçao e Cultura. monthly.

Le Monde. Paris. daily.

The Month at Unesco. Paris. Catholic Centre for Unesco. quarterly.

National Multimedia Center for Adult Basic Education abstracts. Montclair, N.J. monthly.

News from Literacy House. Lucknow. monthly.

Newsletter/Faits nouveaux. Strasbourg. Council of Europe. quarterly.

NIER newsletter. Tokyo. National Institute for Educational Research. quarterly.

Notes and studies. Berjen, the Netherlands. European Bureau of Adult Education. quarterly.

Notes d'information sur l'éducation des adultes. Paris. Unesco. irregular.

Observateur de l'OCDE. Paris. bi-monthly.

Plana. Madrid. Oficina de Educación Iberoamericana. bi-monthly.

Programmed learning and educational technology. London. bi-monthly.

Prospects in education. Paris. Unesco. quarterly.

Read. Ukarumpa, New Guinea. Summer Institute of Linguistics quarterly.

Reading today international. Paris. International Reading Association. quarterly.

Regional Centre for Book Development in Asia newsletter. Karachi. quarterly.

Reports on population/family planning. New York. Population Council. occasional.

Research in education. Washington. ERIC/GPO. monthly.

La revue C.P.F.P. Ottawa. Main d'Oeuvre et Immigration. 3 per year.

Revue de l'Institut de Sociologie. Bruxelles. quarterly.

Revue internationale du travail. Genève. I.L.O. monthly.

Revue pour. Paris. GREP. bi-monthly.

Revue tiers-monde. Paris. L'Institut d'Etudes du Développement Economique et Social. quarterly.

Rural education review. Maharashtra, India. G.K. Institute of Rural Education. 2 per year.

SIESC newsletter. Taipei. Society for International Education, Science and Culture. monthly.

Society and leisure. Prague. European Centre for Leisure Education. 3 per year.

South Africa international. Johannesburg. quarterly.

Studies in adult education. London. National Institute of Adult Education. 2 per year.

Studies in family planning. New York. Population Council. monthly.

Teachers of the world. Prague. World Federation of Teachers' Union's Secretariat. quarterly.

Teaching adults. London. National Institute of Adult Education. 8 per year.

Teaching methods and materials bulletin. Papua, New Guinea. monthly.

Techniques et développement. Paris. S.A.T.E.C. monthly.

Temas de educación de adultos. Caracas. Centro Regional de Educación de Adultos. irregular.

The Times educational supplement. London. weekly.

Turkey population news. Ankara. Ministry of Health Population Planning General Directorate. quarterly.

Unesco bulletin for libraries. Paris. bi-monthly.

Unesco chronicle. Paris. monthly.

Unesco features. Paris. bi-weekly.

Unesco library acquisitions monthly list. Paris.

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International Consultative Liaison Committee for Literacy, 4th session, Tehran, 1973. *1823, 1825*

International Institute for Adult Literacy Methods. *1815, 1823*

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973. *1808, 1810, 1812, 1813, 1814, 1815, 1819, 1820, 1823, 1824*

Ministère de la Jeunesse, de l'Education Populaire et des Sports: Direction de la Jeunesse et des Activités Socio-Educatives, Côte d'Ivoire. *1256*

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Tehran 995

Work-Oriented Adult Literacy Pilot Project, Tanzania, 1968- .
Report on project results; conclusions and recommendations. Paris, Unesco, 1972.
30 p. and appendices, tables (TR/Unesco/UNDP) (URT/66/514)

1. TANZANIA. 2. BACKGROUND INFORMATION. 3. FUNCTIONAL LITERACY PROJECTS.
4. LITERACY RETENTION. 5. PROGRAMME EVALUATION. 6. PROGRAMME PROPOSALS.
7. PROJECT REPORT. 8. WORK-ORIENTED ADULT LITERACY PILOT PROJECT, TANZANIA.
I. Title. II. Series (both).

Tehran 1251

Abrahamson, Yvette
Communications media and the World Literacy Programme [Paris] Unesco, 1972.
14 p. (COM/MC3/47/5/Memo 338) (MC/834/24.3.72)

1. AUDIOVISUAL INSTRUCTION. 2. EXPERIMENTAL WORLD LITERACY PROGRAMME.
3. FUNCTIONAL LITERACY PROJECTS. 4. MASS MEDIA. I. Title. II. Series (both)

Yvette Abrahamson is (1972) with the Department of Mass Communication, Unesco.

Tehran 1256

Ministère de la Jeunesse, de l'Education Populaire et des Sports; Direction de la Jeunesse et des Activités Socio-Educatives, Côte d'Ivoire.
Alpha progrès; rapport sur la campagne d'alphabétisation 1971-1972 [par Jean Annoh] Abidjan [1972?]
15 p. figs.

1. IVORY COAST. 2. FUNCTIONAL LITERACY. 3. LITERACY ORGANIZATIONS. 4. PROGRAMME BUDGETING. 5. PROGRAMME ORGANIZATION. I. Title. II. Annoh, Jean.

Tehran 1261

Work-Oriented Literacy Pilot Project, Ecuador, 1967- .
Cuestionario que describe métodos de alfabetización funcional [Questionnaire describing functional literacy methods] Quito, Ecuador, Ministerio de Educación Pública, Departamento de Educación de Adultos, 1972.
81 p. figs., tables.

Mispagination p. 51-58.

1. ECUADOR. 2. DATA ANALYSIS. 3. FUNCTIONAL LITERACY. 4. FUNCTIONAL LITERACY PROJECTS. 5. INSTRUCTIONAL MATERIALS. 6. LITERACY METHODS. 7. PROGRAMME DESCRIPTIONS. 8. PROGRAMME ORGANIZATION. 9. PROGRAMME PLANNING. 10. QUESTIONNAIRES. 11. TEACHERS. 12. TEXTBOOK PREPARATION. I. Title. II. English title.

Tehran 1264

Work-Oriented Adult Literacy Pilot Project, Venezuela.
Venezuela: país piloto; proyecto experimental en la campaña mundial de alfabetización [Venezuela: pilot country; experimental project in the world's literacy campaign] Caracas, Ministerio de Educación, Oficina de Educación de Adultos, n.d.
56 p. tables.

1. VENEZUELA. 2. ADULT EDUCATION. 3. DATA ANALYSIS. 4. ECONOMIC FACTORS. 5. EDUCATIONAL BACKGROUND. 6. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966- 7. LITERACY PROGRAMMES. 8. PROGRAMME ADMINISTRATION. 9. PROGRAMME COSTS. 10. PROGRAMME DESCRIPTIONS. 11. PROGRAMME OBJECTIVES. I. Title. II. English title.

Tehran 1311
Book

Regional Field Operational Seminar in Functional Literacy linked with Population Education and Family Planning, Indonesia, 26 February - 18 March 1973
[Djakarta?] Ministry of Education and Culture, 1973.
1 v. (various pagings), map, tables.

Cover title: Functional literacy and family planning.

1. INDONESIA. 2. ADULT EDUCATION. 3. BACKGROUND INFORMATION. 4. CONFERENCE PAPERS. 5. COURSE CONTENT. 6. EDUCATIONAL PUPPETRY. 7. FAMILY PLANNING. 8. FUNCTIONAL LITERACY PROGRAMMES. 9. LEARNING EXPERIENCE. 10. LESSON PLANS. 11. LITERACY METHODS. 12. OPERATIONAL SEMINARS. 13. POPULATION DISTRIBUTION. 14. PROGRAMME DESIGN. 15. PROGRAMME EVALUATION. 16. QUESTIONNAIRES. 17. TEACHING GUIDES. 18. TESTS. I. Cover title. II. Author/title entries.

Papers presented:

Population and family planning programme in Indonesia, by Haryono Suyono. 30 p. Adult education in Indonesia with special emphasis on literacy work, by Soenarjono Danoewidjojo. 21p.

Tehran 1312
Book

Functional literacy and family life planning education. Workshops on Functional Literacy and Family Life Planning Education at Hyderabad, February 1-12, 1972 [and] Lucknow, February 26 - March 9, 1972. Lucknow, Literacy House [1972?]
xi, 290 p. photos, tables.

1. INDIA. 2. CONFERENCE PAPERS. 3. CROSS CULTURAL STUDIES. 4. EDUCATIONAL FINANCE. 5. EDUCATIONAL PUPPETRY. 6. FAMILY LIFE EDUCATION. 7. FAMILY PLANNING. 8. FUNCTIONAL LITERACY. 9. FUNCTIONAL LITERACY PROGRAMMES. 10. INSTRUCTIONAL MATERIALS. 11. MASS MEDIA. 12. NUTRITION. 13. NUTRITION INSTRUCTION. 14. PHILIPPINE RURAL RECONSTRUCTION MOVEMENT. 15. PROGRAMME DESIGN. 16. PROGRAMME PROPOSALS. 17. RECORDKEEPING. 18. WOMENS EDUCATION. 19. WORKSHOPS. 20. YOUTH PROBLEMS. I. Workshop on Functional Literacy and Family Life Planning Education, Hyderabad, 1972. II. Workshop on Functional Literacy and Family Life Planning Education, Lucknow, 1972. III. Author/title entries.

Papers presented include:

Functional education - a means of breaking the population poverty

Overleaf

syndrome, by Malcolm S. Adiseshiah. p. 32-38. Importance of literacy and family life education for national development, by T. A. Koshy. p. 39-45. Population and family planning education in India, by V. Prahlad. p. 46-53. What is functional literacy, by S. N. Mehrotra. p. 74-83. Nutrition and development, by C. Gopalan. p. 93-99. Family life planning, by Radha Karnad. p. 102-109. The organisation as a micro-culture, by Leonard R. Nadler. p. 115-125. Integrated material preparation, by Camillo Bonnani. p. 138-142. Design of pilot experimental project of functional literacy and family life planning, by Prodipto Roy. p. 158-166.

Tehran 1330

Inter-American Seminar on Literacy in Social and Economic Development.
Key Biscayne, Florida, 1972/Seminario Interamericano sobre la Alfabetización en el Desarrollo Social y Económico. New York, World Education [1973]
35 p.

Text in English and Spanish.

1. LITERACY EDUCATION. 2. PAULO FREIRE METHOD. 3. POLITICS. 4. SEMINARS. 5. SOCIAL DEVELOPMENT.

71

Tehran 1342

Couvert, Roger
Alphabétisation fonctionnelle, Haïti par R. Couvert et M. Gutelman.
Paris, Unesco, 1972.
1 v. (various pagings) maps, tables (2722/RMO.RD/EDA) (RM/AT/CONSULTANTS)

Distribution: limitée.

1. HAITI. 2. DEVELOPMENTAL PROGRAMMES. 3. ECONOMIC FACTORS. 4. FINANCIAL SUPPORT. 5. FUNCTIONAL LITERACY PROGRAMMES. 6. LITERACY TEACHERS. 7. PROGRAMME BUDGETING. 8. PROGRAMME COSTS. 9. PROGRAMME DESCRIPTIONS. 10. PROGRAMME EFFECTIVENESS. 11. PROGRAMME OBJECTIVES. 12. PROGRAMME ORGANIZATION. 13. STATISTICAL ANALYSIS. 14. STUDENT DISTRIBUTION.
I. Title. II. Gutelman, Michel, jt. author. III. Series (both)

Roger Couvert est (1972) expert Unesco, spécialiste en évaluation.

Michel Gutelman est (1972) consultant Unesco, spécialiste des questions économiques et agricoles.

Tehran 1358

Simposio Iberoamericano de Alfabetización, Popayán, 1973.
La alfabetización en el mundo y en Iberoamérica; datos informativos [Literacy in the world and in Latin America] por Dolores Albizua de Burillo. Madrid, Oficina de Educación Iberoamericana, 1973.
71 p. (OEI/PE/SIAL/1)

Documento relativo al Punto 2 del Temario.

1. CONFERENCES. 2. DOCUMENTATION. 3. FUNCTIONAL LITERACY LAW. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. LITERACY ORGANIZATIONS. 6. PROGRAMME DESCRIPTIONS. 7. PROGRAMME OBJECTIVES. 8. WOMENS EDUCATION. I. Title. II. English title. III. Albizua de Burillo, Dolores. IV. Series.

Dolores Albizua de Burillo es [1973] director Adjunto del Departamento de Documentación e Información Educativa de la OEI.

Tehran 1364

Comité de Liaison pour l'Alphabétisation et la Promotion.
Guide du Moniteur. Paris, C.L.A.P., 1972.
95 p. illus., graphs., tables.

1. EVALUATION METHODS. 2. FRENCH. 3. LANGUAGE INSTRUCTION. 4. LANGUAGE LEARNING LEVELS. 5. LITERACY CLASSES. 6. MIGRANT ADULT EDUCATION. 7. SPEECH INSTRUCTION. 8. STUDENT EVALUATION. 9. TEACHING GUIDES. 10. WRITTEN LANGUAGE. I. Title.

Tehran 1371

Work-Oriented Literacy Pilot Project, Ethiopia, 1968-71.
Family living survey: a pilot study, Wonji/Shoa Sugar Estate (Industrial Belt, Shoa Province) by Home Economics and Evaluation/ Research Sections. Addis Ababa, 1973.
1 v. (various pagings) map, tables (Worklitun - 25-100-73)

At head of title: IEG/UNDP-SF/UNESCO Work-Oriented Adult Literacy Project, Ethiopia.
Draft report - December 1970, edited and printed March 1973.

1. ETHIOPIA. 2. BACKGROUND INFORMATION. 3. CHILD REARING. 4. DATA ANALYSIS.
5. FAMILY BACKGROUND. 6. FAMILY CHARACTERISTICS. 7. FAMILY LIFE.
8. INCOME. 9. LIVING STANDARDS. 10. NUTRITION. 11. PARENTAL ASPIRATIONS.
12. PROGRAMME DESIGN. 13. QUESTIONNAIRES. 14. STATISTICAL SURVEYS.
15. WORK-ORIENTED LITERACY PILOT PROJECT, ETHIOPIA. I. Title. II. Series.

Tehran 1374

Work-Oriented Literacy Pilot Project, Ethiopia, 1968-1971.
Functional literacy; a method of training for co-operative development, by S. S. Tyagi. Addis Ababa, 1973.
63 p.
mimeo.

1. ETHIOPIA. 2. COOPERATIVES. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. WORK-ORIENTED LITERACY PILOT PROJECT, ETHIOPIA, 1968-71. I. Title. II. Tyagi, S . S .

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1. Introduction. p. 1-2. 2. Defining work-oriented literacy. p. 3-4. 3. Defining a cooperative. p. 5. 4. Co-operatives in Ethiopia. p. 6-8. 5. Inter-relationship. p. 9-12. 6. Preparation for action. p. 13-15. 7. Purpose and objectives. p. 16-19. 8. Approach to co-operative literacy. p. 20-21. 9. Experimental approach. p. 22-23. 10. Curriculum and course outline. p. 24-27. 11. Teaching materials and methods. p. 28-42. 12. Tests and examinations and evaluation. p. 43-49. 13. Accomplishments. p. 50-55.

Overleaf

14. Difficulties and problems. p. 56-59. 15. Future direction. p. 60.
16. Post-project phase. p. 61-63.

Tehran 1378

Mhaiki, Paul J .
The integration of adult education in Tanzania, by Paul J. Mhaiki [and] Budd L. Hall. Dar-es-Salaam, Institute of Adult Education, University of Dar-es-Salaam, 1972.
53 p.

Bibliography: p. 49-53.

1. TANZANIA. 2. ADULT EDUCATION. 3. ADULT EDUCATION PROGRAMMES. I. Title. II. Hall, Budd L ., jt. author.

Tehran 1386

Séminaire Opérationnel Régional, Nabeul, Tunisie, 1972.
Functional literacy as a component of a family planning programme. Final report [of the] Regional Field Operational Seminar, Nabeul, Tunisia, 4-24 September, 1972. Sirs-El-Layyan [Egypt] ASFEC, 1973.
134 p.

1. TUNISIA. 2. ADULT LITERACY CLASSES. 3. BACKGROUND INFORMATION. 4. COMMUNITY ATTITUDES. 5. EDUCATIONAL PROGRAMMES. 6. FAMILY PLANNING. 7. FUNCTIONAL LITERACY. 8. LESSON PLANS. 9. OPERATIONAL SEMINARS. 10. PROGRAMME EVALUATION. 11. RESEARCH METHODOLOGY. 12. STATISTICAL STUDIES. I. Title. II. ASFEC.

Tehran 1426

Kidd, R .
6-month progress report; literacy experimentation, June-November 1972, by R. Kidd and E. Seager. Francistown, Division of Extra-Mural Services, Univ sity of Botswana, Lesotho and Swaziland, 1972.
1 v. (various pagings) photos, tables.
mimeo.

1. BOTSWANA. 2. FUNCTIONAL LITERACY PROGRAMMES. 3. INSTRUCTIONAL MATERIALS. 4. LITERACY TEACHERS. 5. PROGRAMME DEVELOPMENT. 6. PROJECT REPORT. 7. TEACHER EDUCATION. 8. VOCATIONAL TRAINING. I. Title. II. Seager, E ., jt. author.

Tehran 1431

Séminaire Opérationnel Régional, Nabeul, Tunisie, 1972.
L'alphabétisation fonctionnelle composante d'un programme de planning familial; synthèse du rapport général, rédigée par Mohamed Riza. n.p. Unesco [1972?]
13 p. tables (EDA/2542/61072)

1. TUNISIA. 2. ADULT LITERACY. 3. DEMOGRAPHY. 4. EDUCATIONAL PROGRAMMES. 5. FAMILY PLANNING. 6. OPERATIONAL SEMINARS. 7. PROGRAMME DESCRIPTIONS. 8. PROGRAMME DEVELOPMENT. 9. PROGRAMME EVALUATION. I. Title. II. Riza, Mohamed. III. Series.

Mohamed Riza est (1972) Chef de Division de l'Institut National de Planning Familial de Tunis.

Tehran 1508

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Somalia's case study on adult literacy education. n.p. [1973]
10 p.

1. SOMALIA. 2. ADULT LITERACY CLASSES. 3. CASE STUDIES. 4. CONFERENCE PAPER. 5. LITERACY EDUCATION. I. Title.

Tehran 1510

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
[Adult education in Tanzania. n.p., 1973]
9 p.

Title supplied by the Library.
photocopy of typescript.

1. TANZANIA. 2. ADULT LITERACY CLASSES. 3. CASE STUDIES. 4. CONFERENCE PAPER. 5. EDUCATIONAL ADMINISTRATION. 6. FUNCTIONAL LITERACY.

Tehran 1512

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Planning and organisation of functional literacy. n.p. [1973]
14 p.

At head of title: Group III.
photocopy of typescript.

1. CONFERENCE PAPER. 2. EDUCATIONAL ADMINISTRATION. 3. EDUCATIONAL PLANNING. 4. FUNCTIONAL LITERACY. 5. PROJECT APPLICATIONS. I. Title.

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Tehran 1513

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Findings of the working groups. n.p., 1973.
33 p. (IIA-IT 3/73)
photocopy of typescript.

1. ADULT EDUCATION. 2. CONFERENCE PAPER. 3. CONTINUOUS LEARNING.
4. ECONOMIC DEVELOPMENT. 5. EDUCATIONAL PLANNING. 6. EDUCATIONAL PROBLEMS.
7. FUNCTIONAL LITERACY PROGRAMMES. 8. PROJECT APPLICATIONS. I. Title.

Tehran 1514

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Draft catalogue of problems. n.p., Deutsche Stiftung für Entwicklungsländer, 1973.
11 p. (Working paper 6) (IIA-IT 3/73)

1. CONFERENCE PAPER. 2. EDUCATIONAL PLANNING. 3. EDUCATIONAL PROBLEMS.
4. FUNCTIONAL LITERACY. 5. LITERACY METHODS. I. Title.

Tehran 1515

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Case study: Iran. Tehran, International Institute for Adult Literacy Methods, 1973.
9 p.

Also in French.

1. IRAN. 2. ADULT LITERACY. 3. CASE STUDIES (EDUCATION). 4. CONFERENCE PAPER. I. Title. II. French title: Etude de cas: Iran. III. International Institute for Adult Literacy Methods.

Tehran 1519

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Etude de cas sur l'approche malienne, par Bablen Traore. n.p., 1973?
17 p.

1. MALI. 2. ADULT LITERACY CLASSES. 3. FINANCIAL SUPPORT. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. INSTRUCTIONAL MATERIALS. 6. LITERACY METHODS. 7. LITERACY ORGANIZATIONS. 8. LITERACY RESEARCH. 9. LITERACY TEACHERS. 10. PROGRAMME OBJECTIVES. 11. READING MATERIALS. 12. TEACHER EDUCATION. 13. WORK-ORIENTED ADULT LITERACY PILOT PROJECT, MALI. I. Title. II. Traore, Bablen.

Bablen Traore est (1973) Chef du Centre de Production de l'Alphabétisation Fonctionnelle du Mali.

Tehran 1520

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Etude de cas: Tunisie, par Cherif Mohamed. n.p., 1973.
32 p. tables (IIA-IT 3/73)

1. TUNISIA. 2. ADMINISTRATIVE ORGANIZATION. 3. ADULT LITERACY CLASSES. 4. COOPERATIVES. 5. CULTURAL ENRICHMENT. 6. FUNCTIONAL LITERACY PROGRAMMES. 7. INSTRUCTIONAL MATERIALS. 8. LITERACY METHODS. 9. LITERACY STATISTICS. 10. LITERACY TEACHERS. 11. PERSONNEL TRAINING. 12. POPULATION DISTRIBUTION. 13. PROGRAMME LENGTH. 14. PROGRAMME OBJECTIVES. 15. PROGRAMME ORGANIZATION. 16. STUDENT DISTRIBUTION. 17. TEACHER EDUCATION. I. Title. II. Mohamed, Cherif.

Tehran 1523

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
A general synthesis of adult literacy activities, prepared by International Institute for Adult Literacy Methods, based on replies to the questionnaire prepared by the German Foundation for International Development and Unesco.
1 v. (unpaged) tables.

Also in French.

1. ADULT LITERACY CLASSES. 2. DEVELOPING NATIONS. 3. LITERACY METHODS. 4. STATISTICAL SURVEYS. I. Title. II. International Institute for Adult Literacy Methods. III. French title: Synthèse générale des activités menées dans le domaine de l'alphabétisation des adultes.

Tehran 1524

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
[Adult literacy activities in the Sudan] n.p., Education and Science Branch, German Foundation for International Development [1972 or 3]
10,3 p.

Title supplied by the library.

Carbon copy of typescript.

1.SUDAN. 2. ADULT LITERACY CLASSES. 3. LITERACY EDUCATION. 4. LITERACY TEACHERS. 5. READING MATERIALS. 6. WORK-ORIENTED ADULT LITERACY PROJECT, SUDAN.

Tehran 1588

Fundação Movimento Brasileiro de Alfabetização.
Le système Mobral [Rio de Janeiro?] MOBRAL, 1973.
40 p. diagrs., figs., tables.

Also in English.

BRAZIL. 2. ADMINISTRATIVE ORGANIZATION. 3. ADULT LITERACY. 4. CONTINUOUS LEARNING. 5. CULTURAL EDUCATION. 6. CULTURAL EXCHANGE. 7. FUNCTIONAL LITERACY. 8. INSTRUCTIONAL MATERIALS. 9.INTEGRATED CURRICULUM. 10. LITERACY METHODS. 11. LITERACY PROGRAMMES. 12. LITERACY TEACHERS. 13. MOBILE EDUCATIONAL SERVICES. 14. MOBRAL (THE BRAZILIAN LITERACY MOVEMENT). 15. PILOT PROJECTS. 16. PROGRAMME COSTS. 17. PROGRAMME DESCRIPTIONS. 18. PROGRAMME LENGTH. 19. PROGRAMME OBJECTIVES. 20. STATISTICAL DATA. 21. STUDENT EVALUATION. 22. TEACHER EDUCATION. 23. VOCATIONAL TRAINING. I. Title. II. English title: The Mobral system.

Tehran 1623

International Consultative Liaison Committee for Literacy, 4th session, Tehran, 1973.

Quelques réflexions sur les problèmes de l'alphabétisation [Point 5 de l'ordre du jour] [Paris?] Unesco [1973]

14 p. (ED/73/CONF.502/4)

Also in English.

1. ADULT LITERACY. 2. ECONOMIC DEVELOPMENT. 3. EDUCATIONAL STRATEGIES. 4. EDUCATIONAL TECHNOLOGY. 5. FUNCTIONAL LITERACY. 6. LITERACY PROGRAMMES. 7. LITERACY TEACHERS. I. Title. II. Series. III. English title: Some reflections on literacy problems.

Tehran 1625

International Consultative Liaison Committee for Literacy, 4th session, Tehran, 1973.
Summative evaluation of the experimental world literacy programme. Item 4 of the agenda [Paris?] Unesco [1973]
7 p. (ED/73/CONF.502/2)

Also in French.

1. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966. 2. ALGERIA. 3. ECUADOR. 4. ETHIOPIA. 5. GUINEA. 6. INDIA. 7. IRAN. 8. LITERACY PROGRAMMES. 9. MADAGASCAR. 10. MALI. 11. PROGRAMME EVALUATION. 12. SUDAN. 13. SUMMATIVE EVALUATION. 14. SYRIA. 15. TANZANIA. I. Title. II. Series. III. French title: Evaluation d'ensemble du Programme Expérimental Mondial d'Alphabétisation.

Tehran 1707

Work-Oriented Literacy Pilot Project, Ethiopia, 1968-71.
Family living education linked with functional literacy, by Miriam J. Kelley
[Addis Ababa?]
76 p.

1. ETHIOPIA. 2. FAMILY LIFE EDUCATION. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. HOME ECONOMICS TEACHERS. 5. INSTRUCTIONAL MATERIALS. 6. LIVING STANDARDS. 7. LITERACY TEACHERS. 8. NUTRITION INSTRUCTION. 9. PRIMERS. 10. PROGRAMME DEVELOPMENT. 11. PROGRAMME EFFECTIVENESS. 12. PROGRAMME OBJECTIVES. 13. READING MATERIALS PRODUCTION. 14. TEACHER EDUCATION. 15. WORK-ORIENTED LITERACY PILOT PROJECT, ETHIOPIA. I. Title. II. Kelley, Miriam J .

Miriam J. Kelley is (1972) FAO Home Economist for the W.O.A.L.P., Ethiopia.

ABSTRACTS

Literacy Documentation

Volume III, Number 2 (1974)

Abs.

Bureau of Public Schools, Adult and Community Education Division, Manila. *24th annual report on adult and community education, 1970-1971.* Manila [1971] 24 p.

This report summarizes the adult education activities and future plans being made in the Philippines "Six-Year Intensive Literacy and Adult Education Drive" for neo-literates. In an all-out effort to improve education for children and adults alike, emphasis is being put on optimum utilization of elementary schools for children with literacy and continuing education programmes for drop-outs. A programme of adult literacy combined with vocational and citizenship training for out-of-school youth and adults utilizes all available elementary, secondary and college facilities to their fullest capacity. The ultimate goal of the project is to improve all aspects of life within the Philippine culture.

Continuing education in the schools was centred around acquiring information, knowledge and skills such as in handicrafts, agriculture, mechanics and family care and planning. Such courses had over 89,000 participants with 70% receiving completion certificates. There were also folk schools,

Overleaf

radio listening groups and community assemblies but these were on a smaller scale and decreased in activity because of the reassignment of teachers to child education.

Leadership training was conducted for teacher-coordinators and supervisors by seminars, work-conferences and group discussion on subjects such as Responsible Parenthood, Food Nutrition and Production, and Planning and Programming in Adult Education. Consultant and supervisory services were also included to provide help for common problems at various school divisions.

Concerning curriculum and materials, it was reported that several primers, which had been experimental the previous year, were put into regular use. Information leaflets for neo-literates and translated adult education materials were made available and various other types of curriculum materials were printed and distributed.

One of the main problems which confronted the programme was disenchantment of teachers, many of whom considered adult education a thankless job and an additional burden. Efforts were made to overcome this attitude by trying to persuade the teachers of the legal basis of adult education and to encourage

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Bureau of Public Schools, Adult and Community Education Division, Manila. *24th annual*..... 1970-71. (Card 2)

them to accept their roles in the general educational programme. Other problems included the aforementioned reassignment of teachers, lack of incentives to attract qualified teachers, reluctance of youth and adults to enroll in classes and inadequate funds.

It is recommended that adult education classes be continued in summer schools and teachers colleges emphasizing the teachers' role, that teacher-coordinators be reclassified as head teachers to provide incentive, course materials should be reviewed and revised, and additional funds should be allotted.

Plans for 1971-72 included the addition of family planning to the functional literacy courses, the presentation of new materials, preparation of complete teaching guides, a leadership training seminar and production of additional course materials.

Abs.

Cassirer, Henri. *Les moyens d'information dans un contexte africain; évaluation du projet pilote du Sénégal* [Information media in an African context; evaluation of the pilot project in Senegal] Paris, Unesco, 1974. 58 p. (Etudes et documents d'information, no. 69)

This paper is the second study to deal with the implementation of the Unesco Pilot Project in Senegal. This Project, which involved both television and radio, entered its operational phase in 1965, two years after an agreement had been signed with the Government, and lasted until 1970. Its principal objective was "to place modern techniques at the service of adult education, taking into account the specific needs of Senegal."

In 1964, in order to minimize dependence on foreign aid, Unesco commissioned an expert to organize technical training classes and to draw up programmes in Wolof, an unwritten vernacular language of Senegal; the Senegalese Government deliberately rejected general television programmes in favour of educational and cultural television.

The founding of tele-clubs raised multiple problems related to the quality of reception, the competence of the monitors and collaboration

between local groups and the urban producers. Those in charge of the Pilot Project studied the potential role of television in literacy, and a team of experts, using the C.R.E.D.I.F. method as a model, attempted to create a new language for television and to work out programmes in which the role of the monitor would be reduced to a minimum.

It was hoped that the illiterates would learn to speak, read and write French, and master the rudiments of arithmetic, after a series of 80 1 1/2 to 1 3/4 hour long emissions. A second series of emissions was planned in which theatre, alternating with exercises, would allow a dialogue between the screen and the spectators.

After the Tehran Congress (1965), literacy took a functional direction and television classes designed for technological and vocational education were planned for the industrial workers of Dakar. 1967 saw the start of collaboration between the public and private sectors in the field of vocational training.

Provision was made for psycho-pedagogical evaluation of the experimental project, and programmes were broadcast thrice weekly from November 1968. After studies of technical vocabulary and different types of activity had

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Cassirer, Henri. *Les moyens*..... 1974.
(Card 2)

been made, a test was designed to show the level of fluency in French and psycho-socio-economic questionnaires were compiled. In May and June 1967, once Senegalese monitors had been trained, pilot classes, consisting of a series of twenty literacy broadcasts were introduced. However, owing to insufficient financial and technical resources, the original work schedule had to be abandoned, and, in October 1967, Unesco decided to concentrate on producing a few model programmes, which in turn, because of technical difficulties, remained unfinished.

Nevertheless, some interesting conclusions can be drawn from this experiment:

1) The production of televised literacy programmes requires a lengthy and careful preparation and demands considerable human and financial resources. Programmes must have a wide-spread impact in order to amortize fairly long-term costs.

2) Literacy on its own justifies the implementation of an educational television project.

3) The lack of qualified personnel and of equipment makes foreign assistance inevitable. In the case in point, this was contrary to the project's basic policy of "showing what Africans can achieve in Africa with a minimum of outside assistance."

4) In order to be successful, such a programme demands co-operation and co-ordination of national and international efforts, and also synchronization of the methods and activities of technical workers and educational organizers.

5) The high cost of a televised programme oriented towards functional literacy is justified only if the potential target population is sufficiently large in the selected region. For instance, classes with a vocational content do not arouse enough interest among the inhabitants of a town with a rural periphery.

Television, despite its mechancial and systematic aspect, is an extremely important medium for literacy teaching. It can compensate for the lack of instructors, provide model lessons for large numbers of geographically-scattered viewers and ensure continuity, while offering interesting pedagogical short-cuts.

In 1968, the first educational radio broadcasts began. These were specifically designed to teach new agricultural techniques and the diversification of farming, as well as the administration and management of co-operatives. Listeners' letters revealed the true causes of peasant unrest,

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and enabled the Government to heed this and take steps to remedy it. In this way, radio became a major force in public affairs and in the economic progress of the country.

Since the programmes are broadcast in Wolof, and since 70% of them are recorded in the field, the peasants are motivated to follow them attentively and to form groups, largely representative of the village population, which constitute a vanguard on the road to participation and modernization.

Much still remains to be done: radio action must spread to every part of the country, more attention must be paid to the problems of women and young people, and there must be a dialogue between the authorities and the urban population (1/4 of the total population).

The Senegalese experiment shows that considerable economic advantages can be obtained at little cost by using radio for adult education in rural areas. Radio and television seem to be the media best able to assist the dialogue

leading to participation and progress, and the experiment conducted in Senegal therefore provides a fruitful example for the developing nations.

Abs.

Hurel, R. *Sénégal: développement de six langues africaines en vue de leur utilisation pour une alphabétisation fonctionnelle en milieu rural sénégalais* (The development of six African languages for use in functional literacy in rural districts of Senegal) Paris, Unesco, 1972. 42 p. Annexes. (2600/RMO-RD/CLT) (RM/PP/CONSULTANT)

As far back as 1937, President L.S. Senghor made an appeal for a type of education better suited to Africa and the teaching of literacy to adults in their mother tongues. This called for a standardized alphabetic transcription of the Senegalese vernacular languages: Wolof, Pulaar, Joola, Serere, Malinke and Solinke.

Before a language could be used for literacy, a linguistic census had to be taken, a linguistic atlas of Senegal produced, a linguistic and literary bibliography of the languages spoken in Senegal compiled, an inventory of linguistic and literary abilities made, research in descriptive linguistics carried out and reference works (dictionaries and grammars) for teachers, as well as popular texts suitable for adult literacy students, published.

Overleaf

A sociolinguistic survey was needed in order to define the literacy students' range of interests and to produce texts corresponding to their needs, which are particularly acute as regards reading, follow-up and popularization of materials.

It was hoped to start one programme in 1971-1972 with speakers of Wolof (work on this language having progressed farthest) and Pulaar, also to produce the teaching material necessary for conducting a literacy campaign in a rural area. A team was to be made responsible for the pedagogical control of two syllabary projects (Wolof and Pulaar), the graded introduction of graphic symbols, vocabulary and illustrations, sequence-division and the inclusion of appropriate arithmetical elements.

The National Committee for the Study of Literacy Problems was set up in 1971. It was to be responsible for drawing up a national literacy policy, finalizing the broad outlines of a literacy programme and formulating requests for assistance from various external organizations.

It must be stressed that the failures met in the past have shown that a literacy campaign demands well-trained local technicians, and that this

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training calls for considerable financial means, especially since the initial phase of literacy teaching in an African language, often unwritten, requires an investment seven times greater than does a developed language. For this reason, heavy international backing is required in order to reach the proposed target of 4,256 classes, for 127,680 adults, by 1980. Nevertheless, for psychological reasons, funds should come, as far as possible, from national sources.

The writer suggests that a National Council for African Languages should be set up, as was suggested in 1953 by President L.S. Senghor, for the purpose of enhancing the prestige and utility of these languages in the eyes of potential adult literacy students. This committee would play a very important part in linguistic research and in the development of the national literature, notably by awarding annual prizes for scientific and literary works written in the languages spoken in Senegal, and by publishing grammars and dictionaries for Wolof and Pulaar, which have been used in adult literacy since 1971.

It is obvious that the development of six African languages for use in literacy requires not only a great deal of financial assistance, but also serious preparation.

The implementation of the decree concerning the transcription of the African languages, approved on May 12, 1971, has, and will, encounter many technical, psychological and financial difficulties, but these difficulties are not insuperable. Lastly, the writer proposes that Senegal should study what has been done in English-speaking Africa in the field of literacy and should attempt to develop training and research institutes and to re-structure the Linguistics Department of the University of Dakar, by creating a Chair for each African language used in the literacy programme.

Abs.

Institute for Communication Research, Stanford University. *Television and educational reform in El Salvador; final report,* by Robert C. Hornik [and others] Stanford, California, 1973. xix, 322 p. (Research report, no. 14)

In 1968 the Government of El Salvador launched an educational reform in order to expand enrollments at the post primary level, hold down budget increase (and, if possible, decrease per student cost), and increase the quality of instruction. Instructional Television (ITV) was used as a media to resolve some of the educational problems in this country.

It is the last of a series of evaluation reports on the case of ITV in El Salvador in the years 1968-1972. It was prepared by the members of the Institute for Communication Research, Stanford University, on behalf of the Academy for Educational Development by the request of U.S. Agency for International Development. The main areas of concentration in this study are the setting and origins of ITV system in El Salvador, student learning, student attitudes, student aspirations, teacher attitudes and behaviour, efficiency and cost of the new systems, major accomplishments and the relevance of this project to other countries.

Overleaf

Although the possibility for introducing ITV was discussed as early as 1960, the initiative to establish ITV was taken by Walter Beneke, former El Salvadorean ambassador to Japan, who was impressed by the role T.V. played in Japan's correspondence high school. With Beneke becoming the Minister of Education in El Salvador and with the support of US/AID, ITV was guaranteed strong political and financial support. Teachers were given a year of retraining, and new student work books and teacher guides were produced. Broadcasting started in 1969. Spanish, social studies, science, mathematics and English were telecasted in 1969 for 7th grade; in 1970 for 7th and 8th grades and 1971 and 72 for 7th, 8th and 9th grades of public schools.

The evaluation team administered general tests in all subjects telecasted throughout 1969-1972. The ITV students showed higher achievement in general ability tests and achievement tests than their non-ITV peers. On reading tests, the ITV and non-ITV students improved about the same. In science, non-ITV students improved more in 8th and 9th grades. Older students progressed less than younger children and boys showed more improvement than girls.

Concerning the students' attitudes towards different teleseries and subjects, it was found out that both ITV and non-ITV students had positive attitudes towards science and social science and disliked Spanish and maths in the educational reform project. ITV students liked English and non-ITV students disliked

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Institute for Communications Research, Stanford University. *Television.....* 1973 (Card 2)

it. Disadvantaged children and children with low general ability were more favourably disposed towards the teleseries then their more advantaged peers. Science was equally well liked by all strata of students.

Sex influenced the choice of favorite subjects, with boys leaning toward science, social studies and math, and girls toward English and Spanish. Data collected on the educational aspirations of the students revealed that students had high aspirations for schooling and schooling was regarded as a key to success. Socio-economic status and general ability of the students influenced students on how far they wanted to go in school and affected their confidence about reaching their goals. Parents expressed lower educational and occupational aspirations for their sons than the sons had for themselves.

School and community variables as well as the students background were important factors affecting student learning. Urban schools had better facilities and teaching materials. Children from the highest socio-economic strata attended the best equipped schools and they had the highest level of achievement.

Teacher's attitudes towards ITV declined from high levels of enthusiasm in 1969 to less positive attitudes in 1971 and 72. Increases in enrollments from 35 students per teacher to 53 per teacher and corresponding increase in teaching loads with no salary increase were the main reasons for this dissatisfaction. Teachers' attitudes toward ITV were an important influence on children's learning.

No information was gathered on alternative instructional systems to see if an investment in radio, for example would have been a satisfactory alternative. Research on the efficiency and costs of El Salvador's use of ITV and other elements of the reform, showed that ITV had an important role in educational reform meeting its third objective "the increase in the quality of instruction." From a quantative point of view, enrollment in the third cycle (7th, 8th and 9th grades) increased 300 percent between 1968-1973. It was estimated that the annual cost per student through 25 years of the project would be only $17.

The introduction of an ITV system without previous experience and sufficiently trained manpower caused some problems and at the same time encouraged a spirit of self-reliance. At first the project met with resistance from educational bureaucrats, supervisors and teachers but through coordinated planning it eventually became an integral part of the educational system.

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Institute for Communications Research, Stanford University. *Television.....* 1973 (Card 3)

Although the ITV project benefited from the help of talented foreign advisors and also had the advantage of strong local leadership, for the first four years it was not able to absorb much of the technical assistance it received and an effective way for organizing and evaluating such help was not adequately defined.

As regards the relevance of the project to other countries, El Salvador's experience suggests that to be an effective instrument of change, major educational innovations such as ITV cannot simply be appended to traditional structures; rather they must be accompanied by multiple changes in other areas of the educational reform.

Abs.

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973. *Summary report*, drafted by Paul Bertetson [and others. Bonn, German Foundation for International Development, 1973?] 46 p.

The objectives of this Symposium were to define the problem of illiteracy, learn from experiences of previous literacy projects and consider future actions and use of foreign aid as related to functional literacy in African countries.

Three working groups were established, the first of which dealt with literacy and adult education policy. They reported that functional literacy is an important part of development programmes and is increasingly being recognized as such. It is vital to life-long education and should be given a high priority in educational and development programmes so that the people involved can become active participants in improving their living conditions. It is important that the literacy and vocational skills be of value to the adult in his milieu and that the various media be used as reinforcement. Care should be taken when trying to develop large-scale programmes, since these cause many administrative and financial problems and tend to lose effectiveness if the needs of the specific adult learners involved are not always considered.

The second group discussed methods of functional literacy. Since functional literacy by its very nature requires diverse strategies to meet specific needs, the group tried to analyse only those factors which have been found to be generally necessary for basic operation. This includes the integration of functional literacy into the overall development programme and coordination with all concerned agencies. Programmes should be problem-oriented and should be coordinated with formal education to create a comprehensive programme of life-long education. Functional literacy, viewed from a process of scientific research, should be inter-disciplinary; have procedures for evaluation, improvement, and feedback; cooperate with universities and have interaction between action and reflection to raise effectiveness. Diversification of programmes depends on the complexity of the area, national priorities and available resources. As mentioned earlier, knowing the milieu is of great importance especially in identifying economic and social objectives and problems, providing for participation of adults and providing information and motivation. Once the objectives are defined, an appropriate curriculum can be developed putting the objectives into their proper perspectives considering those which are most important, most easily attainable and most conducive to educational methods. Functional literacy programmes should be based on the educational principles of group discussion, a combination of theory and practice and the problem-solving approach. It is recommended that teachers be close to the adult

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and his problem; be accepted by the community and be informed on development objectives. Since teachers with all these qualifications are difficult to find, highly effective training and very structured instructional material is essential. Literacy participants should have socio-professional homogenity and be actively involved in programme administration.

The third group discussed planning and organization. They emphasized the importance of learner participation in decision-making. Basic programme co-ordination should be at the local level to maintain true functionality but should cooperate with administrative units on the national level which is responsible for coordinating adult education with formal education and national development. Special professional services are necessary to provide personnel training, research and evaluation, information services and correspondence education. Finally, foreign aid, if properly planned, can play a vital role in helping to develop permanent and effective functional literacy projects within development programmes.

Abs.

Perry-Widstrand, Rede. "Library services - for whom?" Reprint from *Library in East Africa* (Uppsala, Sweden) 1971, p. 9-19.

Libraries can perform a vital function in developing countries by disseminating information about various programmes to all citizens, thereby becoming "instruments of national unity."

As they exist now, libraries are adequately meeting the needs of developing nations, at least in East Africa where only 20-25% are literate and able to avail themselves of the services. This small demand is not likely to increase in the foreseeable future unless library services are adapted to meet mass needs by attempting to promote literacy and encourage participation in community affairs.

Considering the meagre budgets allocated for literacy training and the small percentage of children in primary schools, it appears that libraries in East Africa can expect to be catering to an educated minority unless they begin to involve themselves more actively in mass education and literacy. Librarians, however, tend to consider literacy a matter for professionals and are inclined to resist becoming involved in such areas.

Overleaf

Universal literacy, in the hope of promoting political and economic development, is the goal of most developing countries. Usually the ability to read and write is considered essential to these processes, but what is actually sought is understanding which arises from the spoken message and thence ability to reason. Since these are already present to a great extent among illiterates, a new dimension of literacy is emerging in which literacy has come to be regarded as "the ability to receive and understand information and to take part in discussion." This is part of the work-oriented approach in which social, cultural and economic education are combined to improve vocational skills. In such programmes libraries can play an important role by collecting, housing, providing and even producing various kinds of educational material.

Recently, librarians have had the opportunity to convey various forms of reading material to the public in the vernacular languages through radio and television. In this way, the public is given some fundamentals of a technical and liberal education as well as being encouraged to pursue the subjects further by learning to read.

Of course, once literacy programmes conclude, the problem of follow-up materials for neo-literates still remains. This is a significant problem in

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Perry-Widstrand, Rede. *Library*..... 1971.
(Card 2)

which library workers could greatly assist by coordinating, printing and distributing various materials, especially in rural areas where the need is greatest.

In general, libraries should be organized so as to meet the needs of the masses. Librarians should be trained to take an effective part in various phases of literacy training if libraries are to assume their rightful place as vital institutions in a modern world.

Abs.

Power, Hilton McCarthy. *The forces and constraints which have shaped and guided the administration of the literacy program in Thailand* [Ann Arbor, Michigan, University Microfilms, 1973] vii, 228 p. Ph.D. Thesis.

This dissertation studies the response of Thailand's Division of Adult Education to the political and administrative changes which affected its goals and purposes concerning literacy. The initial purpose of their literacy programme was to provide literacy skills supplemented by citizenship and vocational training, and to encourage use of libraries. But the Thai economy and therefore its future national development are dependent on agriculture. The government therefore decided to place greater emphasis on community development than on adult literacy which they considered more expensive, slower and less reliable. The government felt that increasing primary education would eventually eliminate the need for a literacy programme.

Because of the cutbacks in the literacy programme, efficiency greatly declined so the Division changed their goals to suit economic development. They concentrated their efforts on six target groups directly involved in national development in an effort to facilitate the existing development project through literacy training and adult education. When it came to

allocation of resources, however, they encountered further difficulties because of lack of consultation, cooperation and coordination. To compensate for insufficient financing and teachers, the Division limited class size and improved the teachers' conditions. By doing this, they not only got more dedicated teachers but also benefited the students by being able to provide smaller classes and facilitated planning of future classes.

Another problem which the Division faced was the division of opinion on the value of the literacy and vocational programmes within the Ministry of Education as well as the threat presented by the Department of Community Development, which offered similar services to the same group outside the educational system.

In an effort to gain power and financial support, the Division sought to acquire prestige from international organizations to gain further government allocations, and formed coalitions with related agencies for their mutual benefit. In this way, it was quite successful in securing funds both from within the government and from outside agencies.

In conclusion, the author suggests that the Division's goal seeking activities came second to administrative convenience. Because of the political situation and the resulting lack of cooperation and organization among the various agencies, the Division's capacity to act was seriously handicapped.

Abs.

Smith, G.A. *A report on the Dulverton pilot scheme for rural libraries* [Salisbury] Institute of Adult Education, University of Rhodesia [1973] 23 p.

In this lecture, the author discusses the need for library services in African rural areas to be integrated with overall development. To test this theory, a pilot project was established in a rural savings club to which the addition of a library was considered a valuable supplement in helping to create a "literate environment", aid retention and provide relevant reading material. Initially, there was one library at the largest savings club but, because of increasing interest and demand, 7 more were established.

The libraries consisted of steel trunks each containing 100-200 books. A librarian and committee controlled their issue to those borrowers who had registration cards on which entries were made for borrowed and returned books.

The Adult Literacy Organization of Rhodesia doubted whether the pilot libraries catered to neo-literates thereby raising a number of questions. First, there was the problem of a very limited supply of publications in vernaculars, thereby requiring books in simple English to supplement available literature. Another

problem was that of assessing the level of reading difficulty in comparison to the range of levels of the community. Existing formulas such as word length or word frequency have been found to be unsuitable to the community involved. Because of various levels of attainment, it was suggested that materials be provided for literacy teaching, neo-literates and the literate public.

In order to investigate the effectiveness of the libraries, data was collected from registration cards and interviews. As registration card information determining "regular" (borrowed more than 3 books) and "occasional" (less than 3 books) readers was not completely reliable, findings were based mainly on the sample interviewed.

Findings indicated that the number of books borrowed varied considerably. Although a mean of 4 books was calculated from registration cards, interviews indicated that this number was actually an under-estimate since the majority sampled exchanged books. It was found that age and education were not correlates of library use and that "the most regular borrowers have educated husbands [all respondants were women] and that they also borrow books for their children."

Most respondants indicated they either discussed or tried what they had

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read and usually sought more information after becoming interested in a subject. Responses varied as to reading difficulty indicating that it was appropriate for this group. Finally, books were greatly preferred over periodicals and there was a desire for more reference books.

Even though there were limitations in the pilot study, it is possible to conclude that (a) library boxes can be provided at a low cost and are useful in development programmes, (b) library management can be easily taught, (c) libraries should be used to supplement existing development programmes, (d) lack of vernacular literature indicates the need for suitable materials in English, (e) services should be mainly aimed at literates, (f) services are most beneficial to active members in the community who have completed primary school, (g) further studies should be made of regular readers for better utilization of facilities, (h) materials should be relevant to the community and (i) study circles might be used to promote discussion and use of information.

CATALOGUE CARDS

FOR DOCUMENTS PERTAINING TO

LITERACY AND LITERACY PROGRAMMES

LITERACY DOCUMENTATION
Volume III, Number 2 (1974)

PUBLICATIONS OF THE INSTITUTE

- *Literacy Discussion:*

  A quarterly journal devoted to a discussion of various aspects of literacy. Available in English and French. (First issed in January 1970).

- *Literacy Work:*

  A quarterly journal focusing on literacy projects and field work. Available in English and French. (First issed in July 1971).

- *Literacy Documentation:*

  Comprehensive documentation of materials primarily in the fields of literacy and adult education. Includes catalogue cards, annotations, abstracts, etc. Published in English only, with abstracts available in both English and French. (First issued in January 1972).

- *Literacy Projects:*

  Final report on replies to the Institute's questionnaire. Available in English and French. (Issued in December, 1971).

- *Directory of Libraries, Information Centres and Projects in the Field of Literacy.* Preliminary Draft (issued in October, 1972).

  Directory of Libraries and Information Centres in the Field of Literacy. (1973 edition).